

**STUDENTS' PERCEPTION OF THE ENGLISH TEACHING AND  
LEARNING PROCESS AT SMP NEGERI 9 KOTA JAMBI  
IN ACADEMIC YEAR 2017/2018**

**THESIS**

**Submitted as Partial Fulfillment of Requirement  
For the Degree of Sarjana Pendidikan (S1)**



**ENGLISH EDUCATION STUDY PROGRAM  
TEACHER TRAINING AND EDUCATION FACULTY  
BATANGHARI UNIVERSITY**

**JAMBI**

**2017**

**APPROVAL**

**A Thesis on**

**STUDENTS' PERCEPTION OF THE ENGLISH TEACHING AND  
LEARNING PROCESS AT SMP NEGERI 9 KOTA JAMBI  
IN ACADEMIC YEAR 2017/2018**

**By**

**NOVID DWI PRANATA**

**1300888203069**

**Approved by:**

**First Advisor**

**Second Advisor**

**Drs. Jonner Simarmata, MM**

**Khidayatul Munawwaroh, M.Pd**

**Ratified by:**

**The Head of English  
Education Study Program**

**The Dean of Teacher Training  
and Education Faculty**

**Dra. Hj. Wennyta, M.Pd**

**H. Abdoel Gafar, S.Pd, M.Pd**

**LETTER OF RATIFICATION**

**A Thesis on**

**STUDENTS' PERCEPTION OF THE ENGLISH TEACHING AND  
LEARNING PROCESS AT SMP NEGERI 9 KOTA JAMBI  
IN ACADEMIC YEAR 2017/2018**

**By**

**NOVID DWI PRANATA  
1300888203069**

**BOARD OF EXAMINERS**

<b>Name</b>	<b>Functional</b>	<b>Signature</b>
<b>1. Drs. Jonner Simarmata, M.M</b>	<b>Chairman</b>	<b>1. _____</b>
<b>2. Khidayatul Munawwaroh, M.Pd</b>	<b>Secretary</b>	<b>2. _____</b>
<b>3. Dra. Hj. Wennyta, M.Pd</b>	<b>Main Examiner</b>	<b>3. _____</b>
<b>4. Nurul Fitri, S.S., M.Hum</b>	<b>Second Examiner</b>	<b>4. _____</b>

**Ratified by:**

**The head of English  
Education Study Program**

**The Dean of Teacher Training  
and Education Faculty**

**Dra. Hj. Wennyta, M.Pd**

**H. Abdoel Gafar, S.Pd, M.Pd**

## STATEMENT OF WORK'S ORIGINALITY

Here I present my Study which title is **“STUDENTS’ PERCEPTION OF THE ENGLISH TEACHING AND LEARNING PROCESS AT SMP N 9 KOTA JAMBI IN THE ACADEMIC YEAR 2017”**. I made this Study based on my own true experience and research, and supported by every theory from books that related to the title of this paper.



Jambi, Desember , 2017  
The Researcher

---

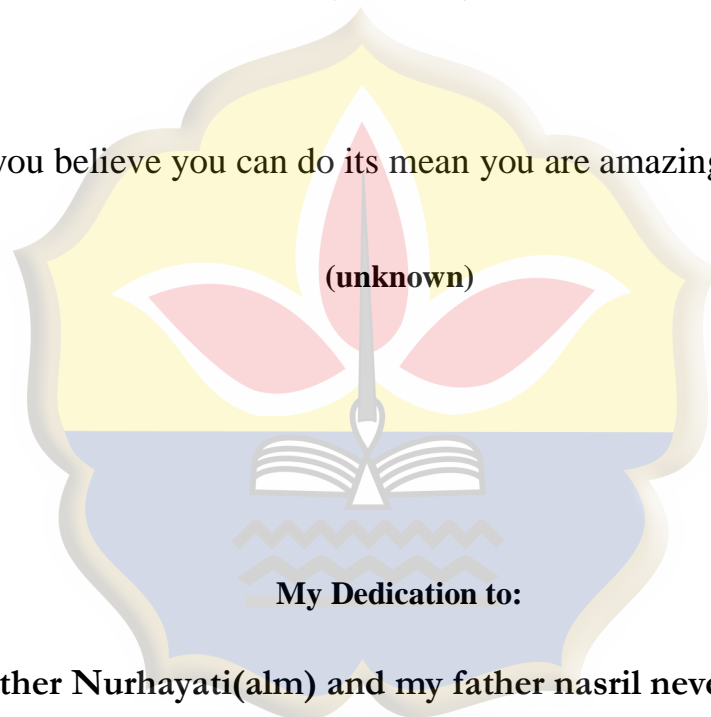
Novid dwi pranata  
NPM: 1300888203069

## **MOTTO and DEDICATION**

“Always be yourself No matter what they say and never be anyone else  
even if they look better than you”

**(Unknowns)**

When you believe you can do its mean you are amazing person ever



**My mother Nurhayati(alm) and my father nasril never stopped in  
giving me prayer for achieving success in my life and thankyou for all  
the sacrifices you have made, all the support you have given me, I  
love you with all my heart**

## ABSTRACT

Novid,dwi Pranata. 2017. *Students' Perception of the English Teaching and Learning Process In The Academic Year 2016/201.A* Thesis.English Study Program Of Teacher Training And Education Faculty. Batanghari University Jambi. The first Advisor, Drs. ,Jonner Simarmata MM. and The Second Advisor, Khidayatulmunawaroh, M.Pd.

**Keyword:** Perception, teaching and learning proces

This research aims to investigate students' perception of the english teaching and learning process by teacher included three aspect is teacher teaching techniques,learning material and learning media in the classroom, this study only focused on these three aspect above. The design of this research is Quantitative desciptive method with survey approach. This research conducts in SMP N 9 Kota Jambi. There is 4 class as a sample of the research which is 119 Respondent. The data of this research are collect by questionnaire. The questionnaire consist of 10 statements in close-ended questionnaire. After collecting data, the researcher analyzes to find the result of the questionnaire. The result of data presentation explains that most students' perception of the English teaching and Learning process in the classroom included three aspect is teacher teaching techniques,learning material and learning media in the classroom are positive based on the findings, the researcher concluded that students' perception of the english teaching and learning process in classroom are positive respond from student.

## ACKNOWLEDGEMENTS

First of all, I would like to say thanks to Allah SWT the one Who has a power over all, for giving health and guidance, so I could finish this thesis entitled “STUDENTS’ PERCEPTION OF THE ENGLISH TEACHING AND LEARNING PROCESS AT SMP N 9 KOTA JAMBI IN THE ACADEMIC YEAR 2017”. I am aware that this thesis cannot be separated from other people’s help and support. Therefore in this special opportunity, I would like to thank to the following people who have helped and supported me to gain success:

1. Mr. AbdoelGaafar, M.Pd. as the Dean of English Education Study Program of Language and Arts Department in Teacher Training and Education Faculty of Batanghari University.
2. Drs Jonner Simarmata, MM. as my first Thesis Advisor and my second Academic Advisor who has guided and suggested me patiently in completing this thesis. Thank you for all knowledge and love that you have given me. I promise that I will be as great as you in life.
3. Khidayatul Munawwaroh M.Pd.as my second Thesis Advisor who has given me a lot of guidance and advices such as suggestion, correction, opinion and many other things that are very useful for the process of my thesis writing. Thank you for being such an amazing inspiration.
4. My beloved parents Nurhayati.u(Alm) and Nasril. who always pray for me and support me with their huge love and financial. Thank you for my mom who always angry with me and always talking to much to give me more energy while doing my thesis even though mom is gone but my mom spirit will never go. Thank you for my dad for showing me so many lessons of life

and spiritual advices. I love you all. And for my love, you are my moodbooster forever.

5. All staff of Batanghari University especially for Mr. Depri who have given me and my friends great help.
6. All my wonderful best friends, partners and mentors, thank you to all of you who have given me so much bully, because you made me stronger. and myclassmates. And for my beloved,thank you for helping me in exceeding my English comprehension level and teach me how to be wiser in life.

The researcher might have mistakes the other names involved in this thesis that the researcher cannot say after a better thing but prayers for them. Hoping this thesis would be of great useful for the researcher and the reader. Amin.

Jambi, Desember , 2017

The Researcher

---

Novid Dwi Pranata  
NPM: 1300888203069



## TABLE OF CONTENTS

### COVER

APPROVAL .....	i
LETTER OF RATIFICATION.....	ii
STATEMENT OF WORK'S ORIGINALITY .....	iii
MOTTO.....	iv
ABSTRACT .....	v
ACKNOWLEDGEMENTS .....	vi
TABLE OF CONTENTS .....	viii
LIST OF TABLES.....	ix
LIST OF APPENDIXES.....	xii

### CHAPTER I: INTRODUCTION

1.1. Background .....	1
1.2. Formulation of the Problem .....	2
1.3. Limitation of the problem.....	2
1.4.Purpose of the Research.....	3
1.5. Benefits of the Research.....	3
1.6. Definition of Key Terms .....	4

### CHAPTER II: REVIEW RELATED LITERATURE

2.1.Review of Related Theories.....	5
2.1.2. Perception.....	5
2.1.3. Factor Affecting perceptions.....	6
2.1.4. The Principles of Perception.....	7
2.2.Teaching English and Learning process	

2.2.1 Definition of teaching and Learning process.....	9
2.2.2 Learning theories.....	10
2.3. Teaching English as Foreign Language .....	12
2.4. Role of Teacher.....	12
2.4.1 Teacher teaching technique.....	14
2.4.2 Teacher learning material.....	15
2.4.3 Teacher learning media.....	15
2.5. Role of students.....	16
2.6. Teaching English and Learning process in SMP N 9 Kota Jambi.....	18
2.7. Previous Study .....	19
 <b>CHAPTER III: RESEARCH METHODOLOGY</b>	
3.1. Research Design.....	23
3.2. Population .....	23
3.3. Sample.....	25
3.4. Technique of Data Collection .....	26
3.5. Technique of Data Analysis .....	28
 <b>CHAPTER IV: FINDING AND DISCUSSION</b>	
4.1. Findings.....	29
4.2. Descriptive Findings .....	29
4.2.1 finding result.....	30
4.3 Data analysis.....	71
4.4 Discussion.....	71
 <b>CHAPTER V: CONCLUSION AND SUGGESTION</b>	
5.1. Conclusion .....	74
5.2. Suggestion.....	75

REFERENCES..... 76

APPENDIX..... 78



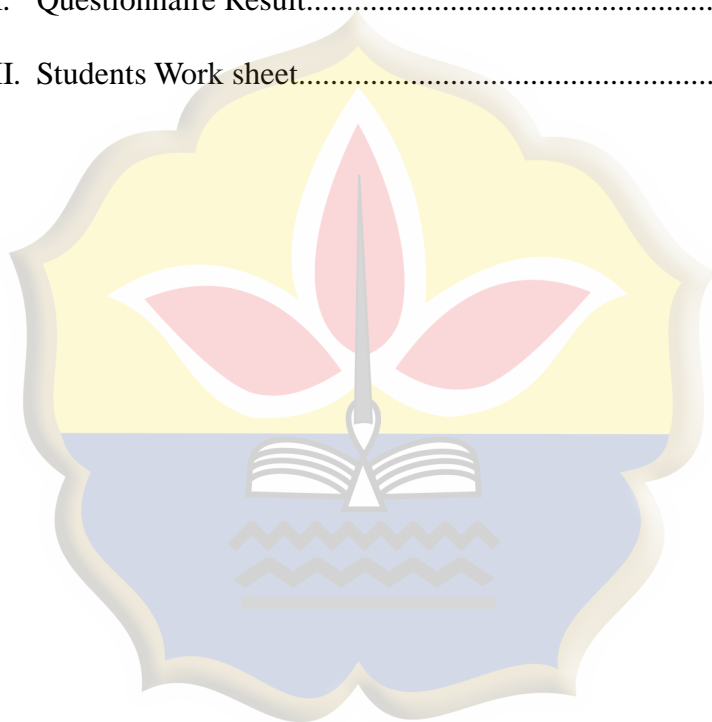
## LIST OF TABLES

Table 1	Population of all classes of SMP N 9 Kota Jambi .....	24
Table 2	The questionnaire score.....	27
Table 3	Spesification of questionnaire.....	27



## LIST OF APPENDIX

Appendix I. Questionnaire.....	78
Appendix II. Questionnaire Result.....	80
Appendix III. Students Work sheet.....	84



# CHAPTER I

## INTRODUCTION

### 1.1 Background

Education is a never ending process of gaining knowledge during life. Eric Hoffer (1973) )Education is a process or efforts made by a person, group or the government which took place in school and outside of school education is therefore very important in human life. With their education will be able to expand human knowledge in shaping values, attitudes and behaviors that play an important role in reciprocation of civilization of a nation, because through education the human person can turn into a better direction. Education has always adhered to the principles and moral norms, Means Here the role of education as a builder mentalist younger generation is very important.

English is a language subject that is taught as compulsory subjects in junior high schools for four hours a week, but while learning english, students still face difficulties especially in Smp N 9 Jambi city students still many not understand the lessons of english because of lack of interest students in learning english, because teachers who teach only limited use of Lks, this difficulty occurs because of differences in english and their first language many students graduate with low english grades due to their lack of understanding of the English language, it will be difficult for them to competence with others in this modern society

The english teacher has an important role in teaching english, the teacher functions as a mediator or a facilitator in studying english. Teacher should be able to motivate or stimulate students actively in the classroom. All students should have equal chance to express their ideas in english. However to stimulate students actively in the classroom. All students should have equal chance to express their ideas in english. However to stimulate student's attention to communicate in english during the lesson is

not an easy thing. The teacher should give information that English is very important because it is useful for their future, but many students have different perceptions about it.

Therefore, learner-centred and outcomes-based language teaching emphasizes learners' perceptions of classroom aims and events. Students' perceptions of the target language, and the language learning situation determine their motivation, which leads to various linguistic and non-linguistic outcomes as a result of learning.

In the process of teaching English subjects, especially in state SMP 9 Kota Jambi, students will feel monotonous and bored, if the teachers who teach with minimal creativity, and less mastering the methods of teaching English and media, teaching English subjects is not just to write vocabulary that has been written earlier. Maybe this way is a conventional way and makes both students and teachers get bored quickly.

Some students have a perception of the English Learning Process. Based on the experience of the researcher during Teaching Practice (PPL) at SMP 9 Negeri Kota Jambi, the researcher found a problem in learning English is the lack of interest in learning English students because English is still difficult to understand by students SMP, and the lack of media support English learning process in the school.

Based on the explanation above, the researcher is interested to arise the title is "Student Perception on the English Learning Process at SMP NEGERI 9 KOTA JAMBI in Academic Year 2016/2017".

## **1.2 Formulation of the problem**

The problem of the research is formulated into the following question:  
How is "the Student Perception of the English Teaching and Learning Process at SMP Negeri 9 Kota Jambi in Academic Year 2017/2018"?

## **1.1 Limitation of the problem**

Based on the background above, many factors affect the process of English teaching and learning process. The researcher needs to limit the issue to

clarify the issue in this study the limitations of this study focused on about students' perceptions of teacher teaching techniques, learning material and teaching media by teachers while teaching English in the classroom. So this study does not discuss the basics of actual observations in the field. This finding only can be generalized to student who being participants in this research, they are students from class VII B, VIII C, VIII G, IX A, of SMP N 9 Kota jambi.

### **1.3 Purpose of the Research**

The purpose of this research the researcher wanted to know the Student Perception of the English Teaching and Learning Process at Smp Negeri 9 Kota Jambi in academic year 2017/2018”

### **1.4 Benefit of the Research**

The result of this research is

#### **1. Theoretical Benefit**

The result of the research hopefully are to be useful as a comparative study in an effort to study the proposal further

#### **2. Practical Benefit**

Practically this research is useful for some people that are:

- a. To the teacher, this research is very useful because the teacher will get much information and knowledge to students' perception Perception of the English Teaching and learning process at Smp Negeri 9 Kota Jambi in academic year 2017/2018”
- b. To the students, this research can help them in problem English learning process



## 1.7 Definition of Keys Terms

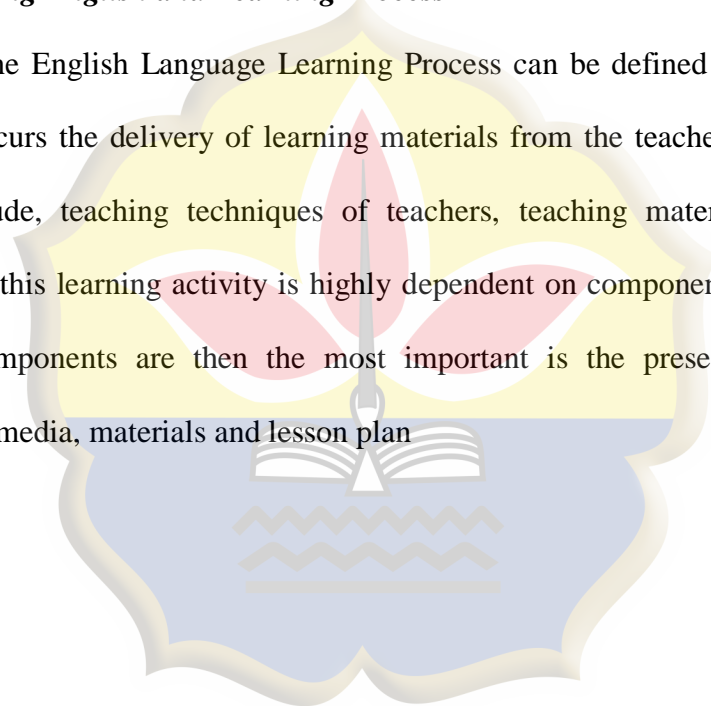
To make clear of the research, the researcher would like to clarify the terms used in this study as follow :

### *a. Perception*

the way that can notice or understand something using one of your sense. Perceptions vary from to persons. Different people perceive different things about the same situation

### *b. Teaching English and Learning Process*

The English Language Learning Process can be defined as an activity in which occurs the delivery of learning materials from the teacher to the students that include, teaching techniques of teachers, teaching materials and media, therefore this learning activity is highly dependent on components inside, Of the many components are then the most important is the presence of students, teachers, media, materials and lesson plan



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Review of the Related Theories

##### 2.1.2 Perception

Perception is very important for our life because by perception we can know about the kinds of phenomenon which exist in our environment. Slameto (1995:54) states that perception is a process which starts from the sense of organ. That is a process related to acceptance of message or information by human brain that is said that during the process a person continually interacts with his or her environment.

According to Sarlito w sarwono (2009:85), perception takes place when a person receives a stimulus from the outside world that is captured by the help organs that then enter the brain. in which there is a thought process that ultimately manifests itself in an understanding. This understanding is more or less called perception.

Ritta L. atkinson (2003:98) perceptions' as a process to be taken of individuals to organize and interpret their sensory impression in order to give meaning to their environment.

The perception according jewett (2008:197) “comment that perception provide a basis for comparison and decision making, used in coordination with future incoming sensation and the meaning the individual attaches to them”.

In another words, the form and the meaning of the perception might be determined by the condition of the individuals who state the perception, object

and attitude. No one has the same perception about something, because every person does not get the same stimulation.

In this case perception is categorized in two factor:

1. Students perceptions according to the Respondent English grade
2. Students perception according Respondent gender

According to La Sulo in Hadis (2008:43) perception can be both good and bad, depend on individual perception. If individual its perceiving something which is wrong, of course that perception is bad. On the other hands, if the individual accepts compatible information like what he/she want, hence it will generate comment which are positive of good, if the students give positive perceptions response to the lesson of english language it will arise a new reaction, that is high interest them to study. The interest means is "tendency specifying something object to feel to make an interest in certain matter and feel to dabble in it".

Every student has different perception about teaching and learning process They have either positive or negative perception. Positive perception is the perception that said about important teaching and learning process in their future life. And the negative perception that said about teaching and learning process is not really important for their future life.

### **2.1.3 Factor Affecting perceptions**

Sarlito w sarwono (2003:85) states that perception is process which receives a stimulus for individual through receiver instrument that is a sensory perception. He also divides factor that affect perceptions into two:

## 1. Internal factor

Internal factor is a factor which comes from an individual; especially depend on psychological factor such as thoughts, feeling, wilingness, needs, motivation, attentions, etc. Every human being has different characteristic and temperament which influence individual behaviors. The different characteristic and temperament are also shaped by individuals' family and individuals' envirointment.

## 2. External factor

It is a factor which comes from outside of an individual such as stimulus, environment, culture, and believe. Our life relates with envirointment, both physical environment and social environment. Since the individual was born, since that the individual are related with their out of the world. Since that the individual also receive stimuli from out of their self.

Form the explanation above, the writer concludes that perception is a process which starts from the sense of organ related to acceptance of message of information by human brain during the process a person interacts with the environment.

### **2.1.4 The Principles of Perception**

Slameto (2003:23) explains that there are some principles of perception which should known by an English teacher in order to know student's perception.

They are:

1. Perception is relative not absolute

Human being is not a scientific instrument which can absorb anything as first conditions exactly.

2. Perception is selective

Someone just pay attention only some stimulus from many stimuli in her environment at the certain moment. It means that the stimulus that received will be based on what he had learnt.

3. Perception has arrangement

People receive stimulus not with randomly. He will receive in the form of relations or group. If the stimulus uncompleted he will complete it until the relations or groups can be clear.

4. Perception is influenced by hope and readiness

Hope and readiness of message receiver will establish where the message those will choose to receive and how message will be arrange and how the message will be interpreted.

5. Perception of someone or group can be different with other perception.

Although at the same time this different perception can be explored in differences individually, behavior, attitude, and motivation. The perception can be solicited by using questionnaire and interview. In measurement function, information from the questionnaire can give description about identity, such as gender, age, education, job, income, and so on. The question which are planned to measure many attitude phenomenon's. Such as social distance, perception, motivation, and so on(Suwarto, 2007:76).

The interview is used to get information from respondent. According patton in best and kahn (1993:90), the purpose of interviewing is to find out what is in or on someone else's mind the purpose of open-ended interviewing is not to put things in someone's mind but to access in the perspective of the person being interviewed.

## **2.2 Teaching and learning process**

### **2.2.1 Definition of Teaching and learning process**

According to hamzah and muhlisraini (2014:58) learning is the effort of teachers or lectures for students in the form of activities to select, establish, and develop optimal methods and strategies to achieve the desired results. While according to nasution (ngalimun and fauzani, 2016:17) is an activity to organize or manage the environment as well as possible and connect with learners so that the learning process occurs.

The teaching and learning process is at the core of the overall educational process with the teacher as the primary role holder. Teaching and learning events are rooted in views and concepts. Therefore the realization of teaching and learning process can occur in various models. Bruce joyce and marshall weil present 22 teaching models that are grouped into 4 things: Information process, personal development, social interaction and behavior modification (Joyce & weil, Models of teaching, 1980)

Teaching and learning process is a process that contains a series of actions of teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals. Interaction or reciprocal

relationships between teacher and students is a major requirement for the on going learning process. Interaction in teaching and learning events has a broader meaning, not just the relationship between teachers and students, but in the form of educational interaction. In this case not only the delivery of messages in the form of subject matter, but rather the inculcation of attitudes and values in students who are learning.

Based on the definition of above can be concluded that teaching and learning process has a broader meaning and understanding than just teaching. In the process of teaching and learning implied the existence of an integral activity that is not separated between students who are learning and teachers who teach. Between the two activities is intertwined interaction that support each other.

### **2.2.2 Learning theories**

Learning theories are an organized set of principles explaining how individuals acquire, retain , and recall knowledge. By studying and knowing the different learning theories, we can better understanding how learning occurs, the principles of the theories can be used as guidelines to help select instructional tools, techniques and strategies that promote learning. The learning theories divided into three ; behaviorism, cognitive information processing (cognitivism) and constructivism.

According to B.F Skinner and the concept of operant conditioning. Behaviorism theorists believe that knowledge exist independently and outside of people. They view the learner as a blank slate who must be provided the experience. Behaviorists believe that learning actually occurs when new behaviors

or changes in behaviors are acquired through associations between stimuli and responses. Thus, association leads to a change behaviors (Semiawan, 2002:3)

According to Jean Piaget Cognitive information processing is based on the thought process behind the behavior. The theory is based on the idea that humans process the information they receive, rather than merely responding to stimuli (i.e. that think about what is happening). The changes in behavior are observed, but only as an indicator to what is going on in the learner's head. The learner's mind is like a mirror from which new knowledge and skills will be reflected. Cognitive information processing is used when the learner plays an active role in seeking ways to understand and process information that he or she receives and stored within memory.

Piaget can be considered the father of the theory of constructivism. Constructivism is a theory on learning, which suggest that people acquire knowledge by experiencing things and in conjunction with knowledge that they already possess, "construct" their own understanding of these things. In simple terms, it suggests that we never learn anything from scratch, but rather that new information that we acquire builds on knowledge that we already have, and this constructs a new, broader understanding of the world around us.

In this study the researcher use behaviorism to help the learning process and learning as well as the process of development in learners at SMP N 9 Kota Jambi.



### **2.3 Teaching English as Foreign Language**

The acronym “TEFL” stands for “Teaching English as a Foreign language”. When people say “TEFL”. They are generally referring to a world of teaching, where the students are not native speakers of English. TEFL exists in practically every country worldwide because the demand for learning English has never been higher. TEFL exist in countries where English is not the first language as well as in countries where english is the first language. Its mean TEFL also exist in indonesia.

The range of situations where people are teaching English as a foreign language is very broad. Easily the greatest numbers of TEFL teachers' world side are indigenous teachers working in local primary and secondary schools (for example, a brazilian teacher of english teaching English to brazilian school children in their local school). This due to the sheer population numbers involved and the fact that so many schoolchildren worldwide learn at least some english at school.

### **2.4 Role of Teacher**

Teacher according to Law no. 14 year 2005 “is a professional educator with the main task of educating ,teaching, guiding, directing ,training, assessing, and evaluating learners on early childhood education of formal education, primary education and secondary education”

Educational experts in the west have done research on the role of teachers who must dilakoni. the role of diverse teachers has been identified and reviewed

by pullias and young (1988), Manan (1990) and yelon and weinstein (1997). The roles are follows:

1. Teachers as educators

Teachers are educators, who become role models, role models and identification for learners, and the environment. Therefore, teachers must have certain quality standards, which include responsibility, dignity, independence and discipline.

2. Teacher as a teacher

Learning activities of learners are influenced by various factors, such as motivation, maturity, the relationship of learners with teachers, verbal skills, level of freedom, sense of security and the skills of teachers in communicating. If the factors above are met, then through learning learners can learn well. Teachers should try to make things clear to learners and skilled at solving problems. There are several things that a teacher must do in learning: Creating illustrations, defining, analyzing, synthesizing, asking, responding, listening, creating beliefs, giving varying views, providing media for reviewing standard materials, adapting learning methods, giving tones feeling. In order for learning to have maximum strength, teacher should always strive to maintain and enhance the spirit they have when studying standard materials.

3. Teacher as Advisor

The teacher can be likened to a travel guide, based on his knowledge and experience responsible for the smoothness of the journey, in this case, the

term travel is not only about the physical but also the deeper, more complex mental, emotional, creative, moral and spiritual journey.

As a travel guide, teachers need high competencies to implement the following four things.

- First the teacher should plan the goals and identify the competencies to be achieved.
- Secondly, the teachers should look at the involvement of learners in the lesson, and most importantly that learners carry out the learning activities are not only physically, but they must be psychologically involved.
- Third, teachers must carry out the learning activities. Fourth, teachers must carry out the assessment.

#### 4. Teachers as trainers

The process of education and learning requires skills training, both intellectual and motor, thus demanding teachers to act as trainers. This is further emphasized in the competency based 2004 curriculum, because without practice it will not be proficient in the various skills developed in accordance with standard materials.

#### **2.4.1 Teacher teaching technique**

According to Gerlach dan Ely (Hamzah B Uno, 2009:2) Techniques are roads, tools, or media used by teachers to direct the activities of learners towards the goals to be achieved.

In the generally the Learning technique can be defined as the way in which a person implements a specific method. For example, the use of lecture methods

in the classroom with a relatively large number of students requires a separate techniques, which technically will be different from the use of lecture methods in the classroom whose number of students is limited. Similarly, with the use of discussion methods, it is necessary to use different techniques in a class whose students are classified as active with a class whose students are classified as passive. In this case, the teacher can change techniques even in the corridor of the same method.

#### **2.4.2 Teacher learning material**

According to Rachman Abror argued that material satisfaction is the teacher not only know and and master the subject matter in the school curriculum, but also master the material of deepening / application of the field of study.

Meanwhile, According to cece wijaya, mastery of the material is a learning process that aims to improve the efficiency, interest and positive learning behavior of students on the subject matter being studied.

Based on the above explanation is meant by the teacher's understanding is the ability of teachers in using knowledge / intelligence to explain the contents of the subject matter given to the students so that what students learn can be mastered entirely. Besides, the teacher must also be able to master the lesson material that will be taught

#### **2.4.3 Teacher learning media**

According to Prof.Dr. Azhar arsyad (1997:19) in a teaching and learning process, two very important elements are teaching methods and learning media.

These two aspects are interrelated. The selection of one particular teaching method will affect the appropriate type of instructional media

According to Hamalik (1986) argue that the use of learning media in teaching and learning can generate new desires and interests, generate motivation and stimulation of learning activities and even bring psychological influence on students.

Based on the above explanation learning media is a tool that can be used as an intermediary teacher to distribute messages (learning materials) and students (recipients of the message), in order to stimulate the attention, interest, thoughts, and feelings of students in learning activities to achieve learning goals.

## **2.5 Role of students**

As students play an active role as participants in the learning process. According to Dimiyati and Mudjino (1994: 56-60), students' activeness can be driven by the teacher's role. Teacher strive to provide opportunities for active students, both actively seeking, processing and managing their learning achievement. To be able to increase student involvement of students both individually and in groups: creation of opportunities that encourage students to experiment, engage students or assign tasks to students to obtain information from outside sources of the class or school and the effort to involve students in summarizing or concluding learning messages.

The quality and quantity of student involvement is influenced by 2 factors: internal factors and external factors. Internal factors include physical factors, motivation in learning, interests in given activities, intelligence and so on. While

external factors include teachers, learning materials, media, time allocation, facilities and so on.

Student engagement can only be possible if students are given the opportunity to participate or be involved in the learning process. In the previous teaching-learning process, students are required to submit to and obey the rigid rules and procedures that precisely limit the creative thinking skills. In learning, more children are told to memorize rather than explore, ask or experiment

Active participation of students is very influential on the process of development of thinking emotion, and social. Involvement of students in learning, making children actively involved in the learning process and make decisions. However, current learning still exists using the method of learning where students become passive such as giving tasks, and teachers teach in monologue, so tend to be boring and hamper the development of student activities.

The components that determine the involvement of students in the learning process include : students and teachers

Components of student involvement in the learning process in question is :

1. Student

Students are at the core of the teaching and learning process. This is as proposed by Kemp (1997:4), "Students are the center of the teaching and learning process, so they have to be involved in almost all the phases of the classroom interaction from planning to evaluation. To encourage involvement itself, Brown (1987:115) emphasizes the importance of attention to the motivation of learning." The foreign language learner will positively motivated to learn. When

students are motivated to learn, they usually pay attention, become actively involved in the learning and direct their energies to their to the learning task,”

## 2. Teacher

In addition to students, an important factor in the learning process is teachers, teachers play an important role in creating a communicative class. Breen and Candlin in Nunan (1998:87) say that role of teachers is as a facilitator in a communicative process, acting as a participant, and a third acting as an observer

### **2.6 Teaching English and Learning process in Smp Negeri 9 Kota Jambi**

The process of learning to teach English lessons for all students is easy-hard, the reason is because when viewed from the material in the book is very simple, English material for junior high school emphasis is more on vocabulary and slightly offensive about grammar, English subject teachers of S1 Graduates who already have a condition can teach at the Junior high schools, but here the method is different, we are talking about English teaching methods at junior high schools level. Every teacher who teaches English is easy but it is difficult for student, the cause of the problem is how do we so that the English material that we provide can be accepted by students with the maximum and there is a positive response from students. Teaching English lessons is not just delivering the finished material, the important material that has been delivered wrong without taking into account the psychological students we learn, a teacher wants his students feel enjoy, feel good about the material conveyed with the right method, if students are comfortable and happy with the way we teach the material we submit to students will be quickly accepted by children, the process of

teaching english subjects, especially in state Smp 9 Kota Jambi will feel monotonous and bored, if the teachers who teach minimal creativity, and less mastering the methods of teaching english, teaching english subjects is not just to write vocabulary that has been written earlier, Maybe this way is a conventional way and makes both students and teachers get bored quickly

Here the researcher will be the perception of class VII B, VIII C, VIII G, IX A, of students about English learning process that includes english class activities and the appearance of teaching english teachers in the classroom.

## 2.7 Previous study

To support this research, researcher which are relevant with this study are presented here, those are :

1. The first was conducted by **Handayani (2016)** in **Batanghari university**. The research seeks *“Student” Perception Toward The use of English As A Medium Language in teaching and learning in the second grade fashion department At SMK N 4 Kota Jambi* “aims to investigating students’ perception toward the use english as a medium language in teaching and learning in the classroom. This study focuses on the effort of the students’ perception of the use of english as a medium language by teachers while teaching english in classroom. The design of this research is qualitative method with descriptive method. This research was conducted in vocational High School 4 Jambi City. The sample is second grade of fashion department which has 32 students.



The data of this research are collected by using questionnaires. The questionnaire consist of 20 statements. After collecting the data, the researcher analyzes to find of the questionnaires. In this research the strength is the researcher took the review of the studies from foreign research so she has enough information for increase her research. From this research hope can investigate the students' perceptions toward the use of english as a medium language by teacher in teaching english in the classroom.

2. The second study conducted by Jamilah. 2010. *The students' perception on importance of studying English at vocational high school (smk negeri 3) Jambi in academic year of 2009/2010.* The purpose of conducting this research was to find out the students' perception on importance of studying English at SMK Negeri 3 Jambi in Academic year of 2009/2010. The method that was used in this research is qualitative descriptive, The population was all the second grade students of SMK Negeri 3 Jambi. The researcher took the sample consisted of 37 students by applying random sampling technique. In obtaining the data, the researcher used questionnaire in the form of closed questions. The data was analyzed the by using average formula. Average formula was used to analyzed the data form all close questions. Based on the data analysis , the researcher found that, the students' perception on importance studying english is not good. The fact is based on the findings of the average score 42.49. the questionnaire showed that from 37 students only 2 to 3 respondents who

have positive perception in every questions given, so the researcher suggests to the student to have positive perception about english because it is useful for themselves especially for the future to face the globalization era and the parents should give more attention to their children about the importance of english studying. They can support and advice them in order for having positive perception of english.

3. The third study conducted by **Stella kourieos & Dimitris Evripidou** the study explored “*Student perceptions of effective EFL Teachers in university setting in cyprus*”. The study sought to identity what characteristic and teaching behaviours describe effective EFL University teachers as perceived by Cypriot students. Data were collected by means of questionnaire and focus group interviews. Finding have provided evidence that effective language teaching seems to be related to a more learner-centred approach to language learning and teaching, which, in turn, assumes a more assisting, mediating role for the language teacher. According to the participants of the study, an effective EFL teacher is no longer considered one who has a directive and authoritarian role in the learning process but one who takes into consideration his/her students’ individual differences, language anxiety, abilities and interests and design learning environments accordingly. Language teachers’ skills in using technology and engaging students in meaningful classroom interactions by involving them in group task designed around real life topics and setting to move beyond the traditional focus-on-form approach to language teaching which views language learning as an individual activity, to the adoption of

the communicative approach to language teaching which acknowledges the social aspect of learning and as such, it depends upon meaningful interactions with peers. EFL teachers working in tertiary education should use these findings as a yardstick to better understand themselves and the needs of their students for the enhancement of the learning process.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

In this study the researcher used qualitative method, which is the procedure that used descriptive in the form or words written or spoken of people and offenders can be observed.

According to best(1982:76) Descriptive method is a research method that seeks to describe and interpret the object according to what theirs. This method also called non-experimental, because in this method do not method the control and manipulation of the variables. With descriptive method the researchers allow for a relationship between variables, testing

The researcher used qualitative method to analyze the data, because that process easier than other method to collect all data. The researcher used method of sugiyono to analyze data and examine the data,

#### **3.2 Population**

According to Arikunto (2006:55) states that population is the overall research subject while sugiyono (2015:114) population is a generalization region consisting of subject objects that have certain qualities and characteristics set by the researchers to be studied and then drawn conclusions

Population in the study were all classes in the SMP N 9 Kota Jambi ranging from class one, two and three

**Table 3.2**

**Population of all classes of SMP N 9 Kota Jambi**

NO	Class		M	L	TOTAL
1	VII	A	16	15	31
2	VII	B	16	16	32
3	VII	C	16	15	31
4	VII	D	16	16	32
5	VII	E	15	15	30
6	VII	F	15	16	31
7	VII	G	15	16	31
8	VII	H	18	12	30
<b>TOTAL</b>			<b>127</b>	<b>121</b>	<b>248</b>

1	VIII	A	23	20	43
2	VIII	B	21	22	43
3	VIII	C	23	20	43
4	VIII	D	20	23	43
5	VIII	E	20	23	43
6	VIII	F	22	21	43
7	VIII	G	22	21	43
8	VIII	H	21	22	43
<b>TOTAL</b>			<b>172</b>	<b>172</b>	<b>344</b>

1	IX	A	18	20	38
2	IX	B	19	19	38
3	IX	C	16	22	38
4	IX	D	11	24	35
5	IX	E	15	20	35
6	IX	F	15	23	38
7	IX	G	19	19	38
<b>TOTAL</b>			<b>113</b>	<b>147</b>	<b>260</b>
<b>TOTAL NUMBER</b>			<b>412</b>	<b>440</b>	<b>852</b>

(source from T.U SMP N 9 Kota Jambi)

### 3.3 Sample

Sample of the number and characteristic possessed by the population. When the population is large, and researchers are unlikely to study everything in the population, for example due to limited funds, manpower and time, researchers can use samples taken from the population. What is learned from the sample, the conclusion will be applicable to the population. For that sample from the population must be truly representative (representing) Sugiyono, 2014 : 118.

The researchers take sample use cluster random sampling which is based on the number of english teachers in SMP N 9 Kota Jambi, English Teachers in SMP N 9 Kota Jambi consist of 4(Four) teachers of teachers A, B, C, and D each teacher teaching in class. **Teacher A** teach in class VII A, VII B, VII C, VII D, VII E, **Teacher B** teach in class VII F, VII G, VII H, VIII A, VIII C, **Teacher C** teach in class VIII B, VIII D, VIII E, VIII F, VIII G, VIII H, IX G **Teacher D** teach in class IX A, IX B, IX C, IX D IX E, IX F,

Out of a total of 23 classes the researcher uses cluster random sampling then take 4(four) classes according to the classes taught by the 4(four) teachers as a sample, the class is **VII B, VIII C, VIII G, IX A**, to be next research

According to Sugiyono (2014:121) cluster sampling techniques are used to determine the sample when the object to be studied or data source is very broad, eg residents of a country, province or district. To determine which population will be the source of data, then the sampling is based on the established population area

### 3.4 Technique of Data Collection

order to get data, the researcher used method as bellow :

#### 3.4.1 Questionnaire

According to arikunto (1986:124) questionnaire is a number of written questions used to get information from respondent or a report about her or himself. The researcher used questionnaire to get data about students perception on english learning process. The researcher distributed the questionnaire to the respondent to be fulfilled by them.

The students were given a clear explanation about the way to fill the questionnaires. The researcher observed the respondent while they were filling it, the questionnaire is a list of(usually printed) questions to be answered by a group of people, especially to get facts or information, or for survey (hornby,1995:952). In the study, the questionnaire is given to the students to find numerical data of their perception. The questionnaire consist of 10 items and each item has five options with the scale of scoring from 1 to 5. The students are required to choose one of them based on the students perception. If the case questionnaire in the questionnaire has not ever happened, it is also an actual response of the students toward the situation given. The students have the same questionnaire and do it at the same time. Here the students should answer the questionnaire by using or putting the tick mark (√) on the frequency of response.

This method assigned a scale point to each of the five response. By starting with the particular point of view, all statements favoring the above position were scored as presented in the following table. According to linkert(1989)

**Table 3.1**

**The questionnaire score**

<b>Response</b>	<b>Scale point</b>
Strong Agree	5
Agree	4
Neutral	3
Disagree	2
Strong Disagree	1

Adapted from sugiyono : 2008

**Specification of Questionnaire**

<b>Variabel</b>	<b>Dimension</b>	<b>Indicator</b>	<b>No. Item</b>
perceptions of the english teaching and learning process	1. Teacher teaching technique	a. Conformity with teaching materials	1,2,5
		b. Conformity with student learning interest in class	6
	2. Teaching materials	c. Confirmity with instructional media in the classroom	7
		d. Confirmity with classroom teaching techniques	10
		e. Confirmity with the age of learners	4,9



	3. Teaching media	f. Conformity with classroom teaching techniques g. Conformity to class/classroom conditions and learning facilities	3,  8
--	-------------------	---	-------------

Adapted from Sugiyono (2010:195)

### 3.5 Technique of Data Analysis

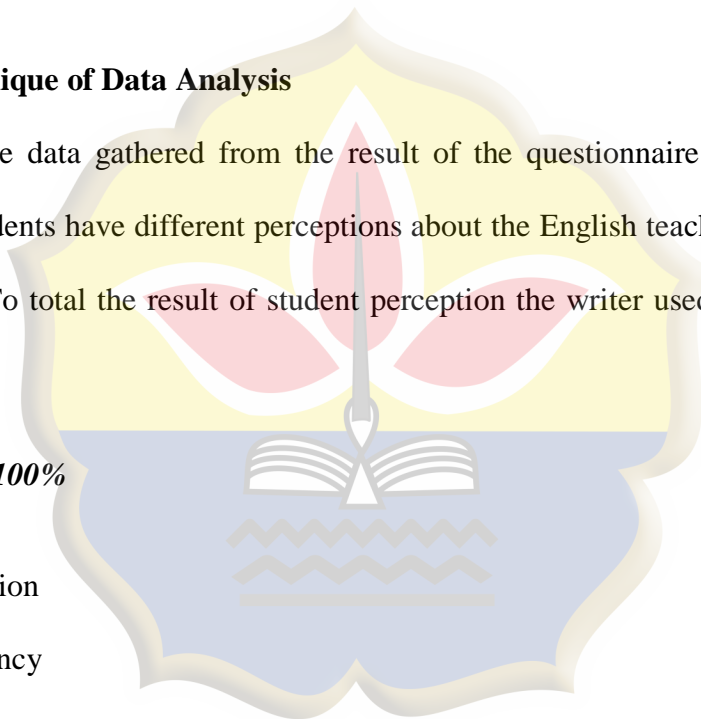
The data gathered from the result of the questionnaire of each sample. Many students have different perceptions about the English teaching and learning process. To total the result of student perception the writer used percentage as a follows:

$$P = \frac{X}{Y} \times 100\%$$

P: Perception

X: Frequency

Y: Total of Respondent



## CHAPTER IV FINDINGS AND DISCUSSION

### 4.1 Findings

As stated in the previous chapter, the data gathered are classified. In this chapter the researcher analyzes the students' perception of the English Teaching and Learning Process at SMP N 9 Kota Jambi. The finding was obtained from the analysis of questionnaire.

### 4.2 Descriptive Findings

After doing the research, start from collecting and analyzing the data. The data which is collected in this research is the student's percentage of the students' perception of the English Teaching and Learning Process at SMP N 9 Kota Jambi. Those data are collected through questionnaire distribution to the 104 respondent which is chosen as the sample in this research. According to Riduwan (2007:98) the categories of questionnaire score is describe in the following table.

**4.1 Table Categories of Questionnaire Score**

NO	Specifications	Percentage	Criteria
1	Strong Agree	80%-100%	Very Good
2	Agree	60%-79%	Good
3	Neutral	40%-59%	Enough
4	Not Disagree	20%-39%	Not Good
5	Strong Not Disagree	0%-19%	Bad

*Adapted from Sugiono: 2013*

The table above showed the criterion of the mean scores that have been categorized in five criteria namely – If the perception strong not disagree its mean bad category, if the perception not disagree, its mean not good, if the perception is neutral, its mean enough, if the perception agree its mean good, and if the perception strong agree, it means very good. If the category mean score is 0% to 19% as – Bad categorized, for score 20% to 39% is categorized as – not good category mean score, for score 40% to 59% is categorized as – enough category mean score, 60% to 79% is categorized as Good and for 80% to 100% is categorized as very good. If the mean score in high level, it means that positive perception, but if the mean score is low, its mean negative perception.

#### **4.2.1 Finding Result**

As already explain in the previous chapter, the perception is the process of analyzing that produces a reaction comment, statement or response toward the information which is received.

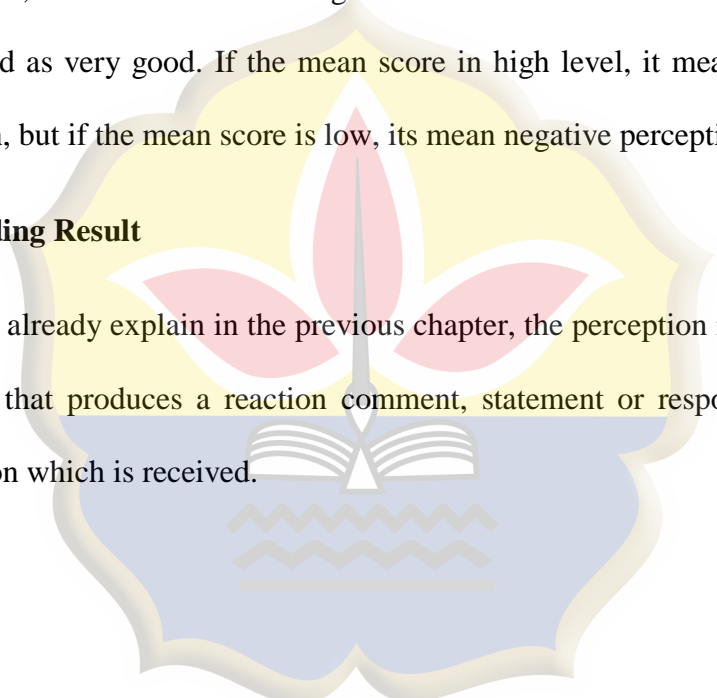


Table 1:**VII.B**

**Teachers A**

Student’s answer percentage based on the question “The Teachers use teaching techniques appropriate to English material”

No	The Student Perception	Frequency	Percentage
1	Strong Agree	8	26,67%
2	Agree	12	40%
3	Neutral	8	26,67%
4	Disagree	2	6,66%
5	Strong Disagree	-	-
	<b>Total</b>	<b>30</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 1)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is “Agree” because 12 respondent (40%) answered agree, 8 respondent (26,67%) answered strong agree, 8 respondent (26,67%) answered neutral, and 2 respondent answered (6,66%) disagree. This condition show students perception of the English Teaching and learning process toward **Teachers A** is **Good**, its mean in teaching and learning the teacher A often uses appropriate teaching techniques with English material for students.

Table 2:VII B

Teachers A

Student's answer percentage based on the question "Teacher choose English materials that match the students' abilities"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	-	-
2	Agree	12	40%
3	Neutral	17	56,67%
4	Disagree	1	3,33%
5	Strong Disagree	-	-
	<b>Total</b>	<b>30</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 2)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Neutral" because 17 respondent (56,67%) answered neutral, 12 respondent (40%) answered agree, 1 respondent (3,33%) answered disagree. This condition show students perception of the English Teaching and learning process toward **Teachers Ais Enough**, its mean in teaching and learning the teacher A sometimes choose English materials that match the students' abilities because the teacher A still adjust the material with student learning.

Table 3:VII B

Teacher A

Student's answer percentage based on the question "The Teachers choose English materials that are appropriate to the psychological students"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	5	16,67%
2	Agree	18	60%
3	Neutral	5	16,67%
4	Disagree	2	6,66%
5	Strong Disagree	-	-
	<b>Total</b>	<b>30</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 3)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Agree" because 18 respondent (60%) answered agree, 5 respondent (16,67%) answered strong agree, 8 respondent (16,67%) answered neutral, and 2 respondent answered (6,66%) disagree. This condition show students perception of the English Teaching and learning process toward **Teachers A** is **Good**, its mean in teaching and learning the teacher often Choose English materials that are appropriate to the psychological students.

Table 4:VII B

Teacher A

Student's answer percentage based on the question "The Teachers choose the medium of learning English appropriate with the age of learners"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	4	13,33%
2	Agree	10	33,34%
3	Neutral	9	30%
4	Disagree	7	23,33%
5	Strong Disagree	-	-
	<b>Total</b>	<b>30</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 4)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Agree" because 10 respondent (33,34%) answered agree, 9 respondent (30%) answered neutral, 4 respondent (13,33%) answered strong agree, and 7 respondent answered (23,33%) disagree. This condition show students perception of the English Teaching and learning process toward **Teachers A** is **Good**, its mean in teaching and learning the teacher often Choose the medium of learning English appropriate with the age of learners

Table 5:VII B

Teacher A

Student's answer percentage based on the question "The Teachers use English teaching techniques that vary according to the ability of students "

No	The Student Perception	Frequency	Percentage
1	Strong Agree	2	6,67%
2	Agree	9	30%
3	Neutral	18	60%
4	Disagree	1	3,33%
5	Strong Disagree	-	-
	<b>Total</b>	<b>30</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 5)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Neutral" because 18 respondent (60%) answered neutral, 9 respondent (30%) answered agree, 2 respondent (6,67%) answered strong agree and 1 respondent (3,33%) answered disagree. This condition show students perception of the English Teaching and learning process toward **Teachers Ais Enough**, its mean in teaching and learning the teacher A sometimes used English teaching techniques that vary according to the ability of students .



Table 6:VII B

Teacher A

Student's answer percentage based on the question "The Teachers use interesting English learning media in accordance with teaching materials"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	-	-
2	Agree	11	36,67%
3	Neutral	18	60%
4	Disagree	1	3,33%
5	Strong Disagree	-	-
	<b>Total</b>	<b>30</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 6)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Neutral" because 18 respondent (60%) answered neutral, 11 respondent (36,67%) answered agree, and 1 respondent (3,33%) answered disagree. This condition show students perception of the English Teaching and learning process toward **Teachers Ais Enough**, its mean in teaching and learning the teacher A sometimes used interesting English learning media in accordance with teaching materials for students in the classroom.

Table 7:VII B

Teacher A

Student's answer percentage based on the question "The Teachers adjust teaching materials with instructional media"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	-	-
2	Agree	10	33,33%
3	Neutral	18	60%
4	Disagree	2	6,67%
5	Strong Disagree	-	-
	<b>Total</b>	<b>30</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 7)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Neutral" because 18 respondent (60%) answered neutral, 10 respondent (33,33%) answered agree, and 2 respondent (6,67%) answered disagree. This condition show students perception of the English Teaching and learning process toward **Teachers Ais Enough**, its mean in teaching and learning the teacher A sometimes adjust teaching materials with instructional media for students in the classroom.

Table 8:VII B

Teacher A

Student's answer percentage based on the question "The Teachers choose the teaching media in accordance with the condition of class/facilities class/learning facilities(speaker/pict/infocus)"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	-	-
2	Agree	9	30%
3	Neutral	15	50%
4	Disagree	6	20%
5	Strong Disagree	-	-
	<b>Total</b>	<b>30</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 8)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Neutral" because 15 respondent (50%) answered neutral, 9 respondent (30%) answered agree, and 6 respondent (20%) answered disagree. This condition show students perception of the English Teaching and learning process toward **Teachers Ais Enough**, its mean in teaching and learning the teacher A,sometimes choose the teaching media in accordance with the condition of class/facilities class/learning facilities(speaker/pict/infocus)" for students in the classroom.

Table 9:VII B

Teacher A

Student's answer percentage based on the question "Teachers use fun teaching techniques according to the age of learners"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	1	3,33%
2	Agree	14	46,67%
3	Neutral	10	33,33%
4	Disagree	5	16,67%
5	Strong Disagree		
	<b>Total</b>	<b>30</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 9)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Agree" because 14 respondent (46,67%) answered agree, 10 respondent (33,33%) answered neutral, 5 respondent (16,67%) answered disagree, and 1 respondent answered (3,33%) strong agree. This condition show students perception of the English Teaching and learning process toward **Teachers A** is **Good**, its mean in teaching and learning teacher A often Teachers use fun teaching techniques according to the age of learners

Table 10:VII B

Teacher A

Student's answer percentage based on the question "The Teachers provide motivation to learn English in accordance with teaching materials"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	3	10%
2	Agree	4	13,33%
3	Neutral	16	53,34%
4	Disagree	7	23,33%
5	Strong Disagree	-	-
	<b>Total</b>	<b>30</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 10)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Neutral" because 16 respondent (53,34%) answered neutral, 7 respondent (23,33%) answered disagree, 4 respondent (13,33%) answered agree and 3 respondent (10%) answered strong agree. This condition show students perception of the English Teaching and learning process toward **Teachers Ais Enough**, its mean in teaching and learning the teacher A, sometimes give motivation to learn English in accordance with teaching materials"

Table 1: VIII.C

**Teacher B**

Student's answer percentage based on the question "The Teachers use teaching techniques appropriate to English material"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	16	47,05%
2	Agree	3	8,82%
3	Neutral	14	41,19%
4	Disagree	1	2,94%
5	Strong Disagree	-	-
	<b>Total</b>	<b>34</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 1)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Strong Agree" because 16 respondent (47,05%) answered strong agree, 14 respondent (41,19%) answered neutral, 3 respondent (8,82%) answered agree and 1 respondent (10%) answered disagree. This condition show students perception of the English Teaching and learning process toward **Teachers B** is **Very Good**, its mean in teaching and learning the teacher B, always use teaching techniques appropriate to English material for students

Table 2:VIII C

Teacher B

Student's answer percentage based on the question "Teacher choose English materials that match the students' abilities"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	6	17,64%
2	Agree	14	41,18%
3	Neutral	14	41,18%
4	Disagree	-	-
5	Strong Disagree	-	-
	<b>Total</b>	<b>34</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 2)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Agree and Neutral" because 14 respondent (41,18%) answered agree, 14 respondent (41,18%) answered agree, and 6 respondent (17,64%) answered Strong agree. This condition show students perception of the English Teaching and learning process toward **Teachers Bis Good**, its mean in teaching and learning the teacher A often and sometimes choose English materials that match the students' abilities because the teacher A still adjust the material with student learning.

Table 3:VIII C

Teacher B

Student's answer percentage based on the question "The Teachers choose English materials that are appropriate to the psychological students"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	4	11,76%
2	Agree	15	44,12%
3	Neutral	15	44,12%
4	Disagree	-	
5	Strong Disagree	-	
	<b>Total</b>	<b>34</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 3)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Agree and neutral" because 15 respondent (44,12%) answered agree, 15 respondent (44,12%) answered neutral, 4 respondent (11,76%) answered neutral, This condition show students perception of the English Teaching and learning process toward **Teachers Bis Good**, its mean in teaching and learning the teacher often sometimes Choose English materials that are appropriate to the psychological students.



Table 4:VIII C

Teacher B

Student's answer percentage based on the question "The Teachers choose the medium of learning English appropriate with the age of learners"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	6	17,65%
2	Agree	10	29,41%
3	Neutral	16	47,06%
4	Disagree	2	5,88%
5	Strong Disagree	-	-
	<b>Total</b>	<b>34</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 4)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "neutral" because 16 respondent (47,06%) answered neutral, 10 respondent (29,41%) answered agree, 6 respondent (17,65%) answered strong agree, and 2 respondent answered (5,88%) disagree. This condition show students perception of the English Teaching and learning process toward **Teachers Bis Enough**, its mean in teaching and learning the teacher B sometimes Choose the medium of learning English appropriate with the age of learners

Table 5:VIII C

Teacher B

Student's answer percentage based on the question "The Teachers use English teaching techniques that vary according to the ability of students "

No	The Student Perception	Frequency	Percentage
1	Strong Agree	5	14,71%
2	Agree	14	41,18%
3	Neutral	13	38,23%
4	Disagree	1	2,94%
5	Strong Disagree	1	2,94%
	<b>Total</b>	<b>34</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 5)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Agree" because 14 respondent (41,18%) answered agree, 13 respondent (38,23%) answered agree, 5 respondent (14,71%) answered strong agree, 1 respondent (2,94%) answered disagree and 1 respondent (2,94%) answered strong disagree. This condition show students perception of the English Teaching and learning process toward **Teachers B** is **Good**, its mean in teaching and learning the teacher B often used English teaching techniques that vary according to the ability of students.

Table 6:VIII C

Teacher B

Student's answer percentage based on the question "The Teachers use interesting English learning media in accordance with teaching materials"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	2	5,88%
2	Agree	17	50%
3	Neutral	13	38,24%
4	Disagree	2	5,88%
5	Strong Disagree	-	-
	<b>Total</b>	<b>34</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 6)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Agree" because 17 respondent (50%) answered Agree, 13 respondent (38,24%) answered agree, and 2 respondent (5,88%) answered strong agree and 2 respondent (5,88) answered disagree. This condition show students perception of the English Teaching and learning process toward **Teachers B** is **Good**, its mean in teaching and learning the teacher B often used interesting English learning media in accordance with teaching materials for students in the classroom.

Table 7:VIII C

Teacher B

Student's answer percentage based on the question "The Teachers adjust teaching materials with instructional media"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	3	8,82%
2	Agree	14	41,18%
3	Neutral	17	50%
4	Disagree	-	-
5	Strong Disagree	-	-
	<b>Total</b>	<b>34</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 7)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Neutral" because 17 respondent (50%) answered neutral, 14 respondent (41,18%) answered agree, and 3 respondent (8,82%) answered strong agree. This condition show students perception of the English Teaching and learning process toward **Teachers Bis Enough**, its mean in teaching and learning the teacher B sometimes adjust teaching materials with instructional media for students in the classroom.

Table 8:VIII C

Teacher B

Student's answer percentage based on the question "The Teachers choose the teaching media in accordance with the condition of class/facilities class/learning facilities(speaker/pict/infocus)"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	3	8,82%
2	Agree	17	50%
3	Neutral	13	38,24%
4	Disagree	1	2,94%
5	Strong Disagree	-	
	<b>Total</b>	<b>34</b>	<b>100%</b>

(source: Answering of the Students perception Questionnaire no 8)

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Agree" because 17 respondent (50%) answered agree, 13 respondent (38,24%) answered agree, 3 respondent (8,82%) answered strong agree and 1 respondent answered (2,94%) disagree. This condition show students perception of the English Teaching and learning process toward **Teachers Bis Good**, its mean in teaching and learning the teacher B, often choose the teaching media in accordance with the condition of class/facilities class/learning facilities(speaker/pict/infocus)" for students in the classroom.

Table 9:VIII C

Teacher B

Student's answer percentage based on the question "Teachers use fun teaching techniques according to the age of learners"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	6	17,65%
2	Agree	16	47,06%
3	Neutral	10	29,41%
4	Disagree	2	5,88%
5	Strong Disagree	-	
	<b>Total</b>	<b>34</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 9)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Agree" because 16 respondent (47,06%) answered agree, 10 respondent (29,41%) answered neutral, 6 respondent (17,65%) answered strong agree, and 2 respondent answered (5,88%) strong agree. This condition show students perception of the English Teaching and learning process toward **Teachers B** is **Good**, its mean in teaching and learning teacher B often Teachers use fun teaching techniques according to the age of learners

Table 10:VIII C

Teacher B

Student's answer percentage based on the question "The Teachers provide motivation to learn English in accordance with teaching materials"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	5	14,71%
2	Agree	12	35,29%
3	Neutral	16	47,06%
4	Disagree	1	2,94%
5	Strong Disagree	-	
	<b>Total</b>	<b>34</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 10)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Neutral" because 16 respondent (47,06%) answered neutral, 12 respondent (35,29%) answered agree, 5 respondent (14,71%) answered Strong agree and 1 respondent (2,94%) answered disagree. This condition show students perception of the English Teaching and learning process toward **Teachers Bis Enough**, its mean in teaching and learning the teacher B, sometimes give motivation to learn English in accordance with teaching materials"

Table 1: VIII.G

**Teacher C**

Student's answer percentage based on the question "The Teachers use teaching techniques appropriate to English material"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	8	26,66%
2	Agree	14	46,68%
3	Neutral	8	26,66%
4	Disagree	-	-
5	Strong Disagree	-	-
	<b>Total</b>	<b>30</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 1)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Agree" because 14 respondent (46,68%) answered agree, 8 respondent (26,66%) answered strong agree, 8 respondent (26,66%) answered. This condition show students perception of the English Teaching and learning process toward **Teachers Cis Good**, its mean in teaching and learning the teacher B, often use teaching techniques appropriate to English material for students



Table 2:VIII G

Teacher C

Student's answer percentage based on the question "The Teachers choose English materials that match the students' abilities"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	3	10%
2	Agree	14	46,67%
3	Neutral	13	43,33%
4	Disagree	-	-
5	Strong Disagree	-	-
	<b>Total</b>	<b>30</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 2)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Agree" because 14 respondent (46,67%) answered agree, 13 respondent (43,33%) answered Neutral, and 3 respondent (10%) answered Strong agree. This condition show students perception of the English Teaching and learning process toward **Teachers C** is **Good**, its mean in teaching and learning the teacher c sometimes choose English materials that match the students' abilities because the teacher c still adjust the material with student learning.

Table 3:VIII G

Teacher C

Student's answer percentage based on the question "The Teachers choose English materials that are appropriate to the psychological students"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	2	6,67%
2	Agree	13	43,33%
3	Neutral	13	43,33%
4	Disagree	2	6,67%
5	Strong Disagree	-	-
	<b>Total</b>	<b>30</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 3)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Agree and neutral" because 13 respondent (43,33%) answered agree, 15 respondent (43,33%) answered neutral, 2 respondent (6,67%) answered neutral and 2 respondent (6,67%) answered disagree, This condition show students perception of the English Teaching and learning process toward **Teachers Cis Good**, its mean in teaching and learning the teacher often and sometimes Choose English materials that are appropriate to the psychological students.

Table 4:VIII G

Teacher C

Student's answer percentage based on the question "The Teachers choose the medium of learning English appropriate with the age of learners"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	1	3,33%
2	Agree	11	36,67%
3	Neutral	17	56,67%
4	Disagree	1	3,33%
5	Strong Disagree	-	-
	<b>Total</b>	<b>30</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 4)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "neutral" because 17 respondent (56,67%) answered neutral, 11 respondent (36,67%) answered agree, 1 respondent (3,33%) answered strong agree, and 1 respondent answered (3,33%) disagree. This condition show students perception of the English Teaching and learning process toward **Teachers Cis Enough**, its mean in teaching and learning the teacher C sometimes Choose the medium of learning English appropriate with the age of learners.

Table 5:VIII G

Student's answer percentage based on the question "The Teachers use English teaching techniques that vary according to the ability of students "

No	The Student Perception	Frequency	Percentage
1	Strong Agree	2	6,67%
2	Agree	15	50%
3	Neutral	11	36,66%
4	Disagree	2	6,67%
5	Strong Disagree	-	-
	<b>Total</b>	<b>30</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 5)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Agree" because 15 respondent (50%) answered neutral, 11 respondent (36,66%) answered neutral, 2 respondent (6,67%) answered strong agree, and 2 respondent answered (6,67%) disagree. This condition show students perception of the English Teaching and learning process toward **Teachers Cis Enough**, its mean in teaching and learning the teacher C often use English teaching techniques that vary according to the ability of students

Table 6:VIII G

Teacher C

Student's answer percentage based on the question "The Teachers use interesting English learning media in accordance with teaching materials"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	1	3,33%
2	Agree	8	26,67%
3	Neutral	18	60%
4	Disagree	3	10%
5	Strong Disagree	-	-
	<b>Total</b>	<b>30</b>	<b>100%</b>

(source: Answering of the Students perception Questionnaire no 6)

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Neutral" because 18 respondent (60%) answered agree, 8 respondent (26,67%) answered agree, 1 respondent (5,88%) answered strong agree and 3 respondent (10) answered disagree. This condition show students perception of the English Teaching and learning process toward **Teachers Cis Enough**, its mean in teaching and learning the teacher C sometimes used interesting English learning media in accordance with teaching materials for students in the classroom.

Table 7:VIII G

Student's answer percentage based on the question "The Teachers adjust teaching materials with instructional media"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	1	3,33%
2	Agree	12	40%
3	Neutral	16	53,34%
4	Disagree	1	3,33%
5	Strong Disagree	-	-
	<b>Total</b>	<b>30</b>	<b>100%</b>

(source: Answering of the Students perception Questionnaire no 7)

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Neutral" because 16 respondent (53,34%) answered neutral, 12 respondent (40%) answered agree, 1 respondent (3,33%) answered strong agree and 1 respondent (3,33%) answered disagree. This condition show students perception of the English Teaching and learning process toward **Teachers Cis Enough**, its mean in teaching and learning the teacher C sometimes adjust teaching materials with instructional media for students in the classroom.

Table 8:VIII G

Teacher C

Student's answer percentage based on the question "The Teachers choose the teaching media in accordance with the condition of class/facilities class/learning facilities(speaker/pict/infocus)"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	-	-
2	Agree	7	23,33%
3	Neutral	23	76,67%
4	Disagree	-	-
5	Strong Disagree	-	-
	<b>Total</b>	<b>30</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 8)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Neutral" because 23 respondent (76.67%) answered agree, and 7 respondent (23,33%). This condition show students perception of the English Teaching and learning process toward **Teachers Cis Enough**, its mean in teaching and learning the teacher C, sometimes choose the teaching media in accordance with the condition of class/facilities class/learning facilities(speaker/pict/infocus)" for students in the classroom.

Table 9:VIII G

Teacher C

Student's answer percentage based on the question "Teachers use fun teaching techniques according to the age of learners"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	1	3,33%
2	Agree	12	40%
3	Neutral	14	46,67%
4	Disagree	3	10%
5	Strong Disagree	-	-
	<b>Total</b>	<b>30</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 9)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "neutral" because 14 respondent (46,67%) answered agree, 12 respondent (40%) answered agree, 3 respondent (10%) answered disagree, and 1 respondent answered (3,33%) strong agree. This condition show students perception of the English Teaching and learning process toward **Teachers C**, its mean in teaching and learning teacher C sometimes Teachers use fun teaching techniques according to the age of learners



Table 10:VIII G

Teachers C

Student's answer percentage based on the question "The Teachers provide motivation to learn English in accordance with teaching materials"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	-	-
2	Agree	4	13,33%
3	Neutral	18	60%
4	Disagree	5	16,67%
5	Strong Disagree	3	10%
	<b>Total</b>	<b>30</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 10)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Neutral" because 18 respondent (60%) answered neutral, 5 respondent (16,67%) answered disagree, 4 respondent (13,33%) answered agree and 3 respondent (10%) answered strong disagree. This condition show students perception of the English Teaching and learning process toward **Teachers Cis Enough**, its mean in teaching and learning the teacher C, sometimes give motivation to learn English in accordance with teaching materials"

**Table 1: IX A**

**Teacher D**

Student's answer percentage based on the question "The Teachers use teaching techniques appropriate to English material"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	5	20%
2	Agree	15	60%
3	Neutral	5	20%
4	Disagree	-	-
5	Strong Disagree	-	-
	<b>Total</b>	<b>25</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 1)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Agree" because 15 respondent (60%) answered agree, 5 respondent (20%) answered strong agree, 5 respondent (20%) answered neutral. This condition show students perception of the English Teaching and learning process toward **Teachers Dis Good**, its mean in teaching and learning the teacher D, often use teaching techniques appropriate to English material for students

Table 2: IX A

Teacher D

Student's answer percentage based on the question "The Teachers choose English materials that match the students' abilities"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	1	4%
2	Agree	19	76%
3	Neutral	5	20%
4	Disagree	-	-
5	Strong Disagree	-	-
	<b>Total</b>	<b>25</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 2)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Agree" because 19 respondent (76%) answered agree, 5 respondent (20%) answered Neutral, and 1 respondent (4%) answered Strong agree. This condition show students perception of the English Teaching and learning process toward **Teachers Dis Good**, its mean in teaching and learning the teacher D sometimes choose English materials that match the students' abilities because the teacher D still adjust the material with student learning.

Table 3: IX A

Teacher D

Student's answer percentage based on the question "The Teachers choose English materials that are appropriate to the psychological students"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	1	4%
2	Agree	10	40%
3	Neutral	14	56%
4	Disagree	-	-
5	Strong Disagree	-	-
	<b>Total</b>	<b>25</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 3)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "neutral" because 14 respondent (56%) answered neutral, 10 respondent (40%) answered agree, and 1 respondent (4%) answered strong agree, This condition show students perception of the English Teaching and learning process toward **Teachers Dis Enough**, its mean in teaching and learning the teacher sometimes Choose English materials that are appropriate to the psychological students.

Table 4: IX A

Teacher D

Student's answer percentage based on the question "The Teachers choose the medium of learning English appropriate with the age of learners"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	-	-
2	Agree	10	40%
3	Neutral	15	60%
4	Disagree	-	-
5	Strong Disagree	-	-
	<b>Total</b>	<b>25</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 4)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "neutral" because 15 respondent (60%) answered neutral, 10 respondent (40%) answered agree. This condition show students perception of the English Teaching and learning process toward **Teachers Dis Enough**, its mean in teaching and learning the teacher D sometimes Choose the medium of learning English appropriate with the age of learners.

Table 5: IX A

Teacher D

Student's answer percentage based on the question "The Teachers use English teaching techniques that vary according to the ability of students "

No	The Student Perception	Frequency	Percentage
1	Strong Agree	-	-
2	Agree	12	48%
3	Neutral	12	48%
4	Disagree	1	4%
5	Strong Disagree	-	-
	<b>Total</b>	<b>25</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 5)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Agree and Neutral" because 12 respondent (48%) answered agree, 12 respondent (48%) answered neutral, and 1 respondent (4%) answered disagree. This condition show students perception of the English Teaching and learning process toward **Teachers Dis Good**, its mean in teaching and learning the teacher D often use English teaching techniques that vary according to the ability of students.

Table 6: IX A

Teacher D

Student's answer percentage based on the question "The Teachers use interesting English learning media in accordance with teaching materials"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	1	4%
2	Agree	10	40%
3	Neutral	12	48%
4	Disagree	2	8%
5	Strong Disagree	-	-
	<b>Total</b>	<b>25</b>	<b>100%</b>

(source: Answering of the Students perception Questionnaire no 6)

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Neutral" because 12 respondent (48%) answered agree, 10 respondent (40%) answered agree, 1 respondent (5,88%) answered strong agree and 2 respondent (8%) answered disagree. This condition show students perception of the English Teaching and learning process toward **Teachers Dis Enough**, its mean in teaching and learning the teacher D sometimes used interesting English learning media in accordance with teaching materials for students in the classroom.

Table 7: IX A

Teacher D

Student's answer percentage based on the question "The Teachers adjust teaching materials with instructional media"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	-	-
2	Agree	9	36%
3	Neutral	14	56%
4	Disagree	2	8%
5	Strong Disagree	-	-
	<b>Total</b>	<b>25</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 7)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Neutral" because 14 respondent (56%) answered neutral, 9 respondent (36%) answered agree, and 2 respondent (8%) answered disagree. This condition show students perception of the English Teaching and learning process toward **Teachers Dis Enough**, its mean in teaching and learning the teacher D sometimes adjust teaching materials with instructional media for students in the classroom.



Table 8: IX A

Teacher D

Student's answer percentage based on the question "The Teachers choose the teaching media in accordance with the condition of class/facilities class/learning facilities(speaker/pict/infocus)"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	-	-
2	Agree	6	24%
3	Neutral	19	76%
4	Disagree	-	-
5	Strong Disagree	-	-
	<b>Total</b>	<b>25</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 8)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Neutral" because 19 respondent (76%) answered neutral, and 6 respondent (24%). This condition shows students perception of the English Teaching and learning process toward **Teachers Dis Enough**, its mean in teaching and learning the teacher D, sometimes choose the teaching media in accordance with the condition of class/facilities class/learning facilities(speaker/pict/infocus)" for students in the classroom.

Table 9: IX A

Teacher D

Student's answer percentage based on the question "Teachers use fun teaching techniques according to the age of learners"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	-	-
2	Agree	10	40%
3	Neutral	12	48%
4	Disagree	3	12%
5	Strong Disagree	-	-
	<b>Total</b>	<b>25</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 9)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "neutral" because 12 respondent (48%) answered neutral, 10 respondent (40%) answered agree, and 3 respondent (12%) answered disagree. This condition show students perception of the English Teaching and learning process toward **Teachers Dis Enough**, its mean in teaching and learning teacher D sometimes Teachers use fun teaching techniques according to the age of learners

Table 10: IX A

Student's answer percentage based on the question "The Teachers provide motivation to learn English in accordance with teaching materials"

No	The Student Perception	Frequency	Percentage
1	Strong Agree	-	-
2	Agree	3	12%
3	Neutral	17	68%
4	Disagree	5	20%
5	Strong Disagree	-	-
	<b>Total</b>	<b>25</b>	<b>100%</b>

*(source: Answering of the Students perception Questionnaire no 10)*

Based on the table above can be concluded that the students perception of the English Teaching and Learning Process is "Neutral" because 17 respondent (68%) answered neutral, 5 respondent (20%) answered disagree, and 3 respondent (12%) answered agree. This condition show students perception of the English Teaching and learning process toward **Teachers Dis Enough**, its mean in teaching and learning the teacher D, sometimes give motivation to learn English in accordance with teaching materials"

## 4.2 Data Analysis

To know how the students perception, the researcher used percentage test, based on the percentage test, it is found that the students' perception about the **Teacher A** from class VIIB is Enough, **Teacher B** from class VIII C is Good, **Teacher C** from class VIII G is Enough and **Teacher D** from class IX A is Enough.

## 4.3 Discussions

The researcher was conducted at SMP N 9 Kota Jambi and it is applied questionnaire to the 4(four) teacher who teach in each class is class VII B, VIII C, VIII G, IX A, With the total sample is 119 Student of 4(four) classes and there are 10 questions in the questionnaire with five choices.

The purpose of the research is to know the student's perception of the English teaching and learning process by teacher in teaching english in classroom. Based on the finding, the researcher found that the overall English teaching and learning process at SMP N 9 Kota Jambi is Enough its mean positive respond. It is provide by the answer of 119 student's on the paper of questionnaire find.

After give a questionnaire to the student, the researcher found the result of the students' perception of English teaching and learning process in the 4(Four) class. First the student perception from the class VII B, VIII C, VIII G, IX A is *teacher use teaching techniques appropriate to English material*. each showing results, from class VII B show that 12 students (40%),VIII C show that 16 students (47,05%), VIII G show that 14 students (46,68%) and IX A show that 15 student (60%) think the teachers teach by using techniques and materials that

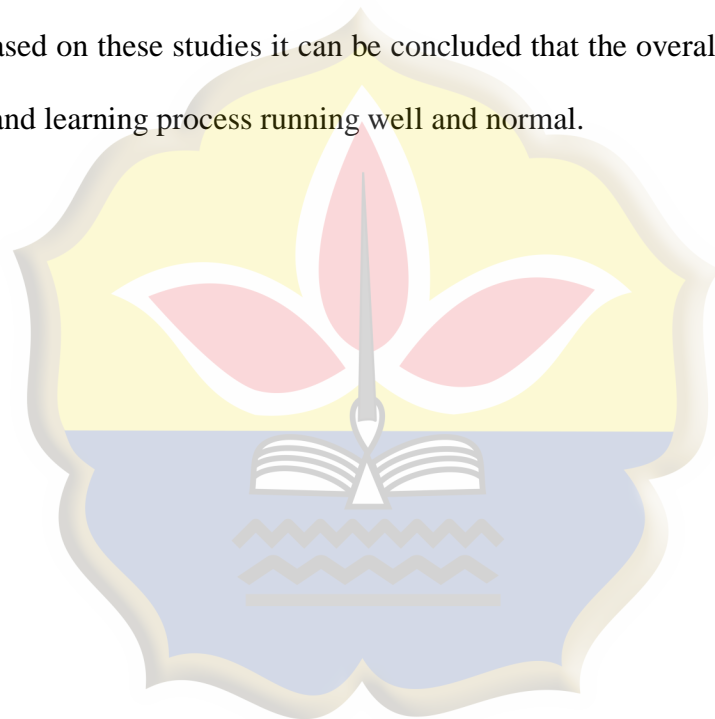
students understand. Second, *teachers choose English materials that match the students' abilities*. from the class VII B, VIII C, VIII G, IX A each showing results, class VII B show that 17 students (56,67%), VIII C show that 14 students (41,18%), VIII G show that 14 students (46,67%) and IX A show that 19 student (76%) Think the teacher provide materials that match the ability of students during the learning process. Third, *the teacher use interesting English learning media in accordance with teaching materials*. from the class VII B, VIII C, VIII G, IX A each showing results, class VII B show that 18 students (60%), VIII C show that 17 students (50%), VIII G show that 18 students (60%) and IX A show that 12 student (48%) think teacher sometimes use english media learning that is interesting in accordance with the material. Fourth, *the teacher use fun teaching techniques according to the age of learners*. from the class VII B, VIII C, VIII G, IX A each showing results, class VII B show that 14 students (46,67%), VIII C show that 16 students (47,06%), VIII G show that 14 students (46,67%) and IX A show that 12 student (48%) think teacher often use funny teaching techniques according to the age of learners and teaching materials during the learning process in the classroom.

The teaching and learning process is at the core of overall educational process with the teacher as the primary role holder, especially English Teaching Every teacher who teaches english is easy but it is difficult for student, the cause of the problem is how do we so that the english material that we provide can be accepted by students with the maximum and there is a positive response from students. For example the teacher use interesting English learning media in accordance with teaching materials, here the teacher wants the students feel enjoy,

feel good about the material and media conveyed with the right method, if students are comfortable and happy with the way we teach the material and media submit to students will be quickly accepted by students.

The researcher found that the teacher sometimes use English in conveying English material, as well as teachers sometimes using varied teaching techniques that suit the students' abilities and sometimes use interesting learning media in accordance with teaching materials.

Based on these studies it can be concluded that the overall activity english teaching and learning process running well and normal.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

This research try to find out the Score of English used by teacher teaching techniques, teacher learning materials and teacher learning media in the learning process in the classroom with total 119 respondents

After analyzing the data, the researcher draws several conclusions base on the findings as follows:

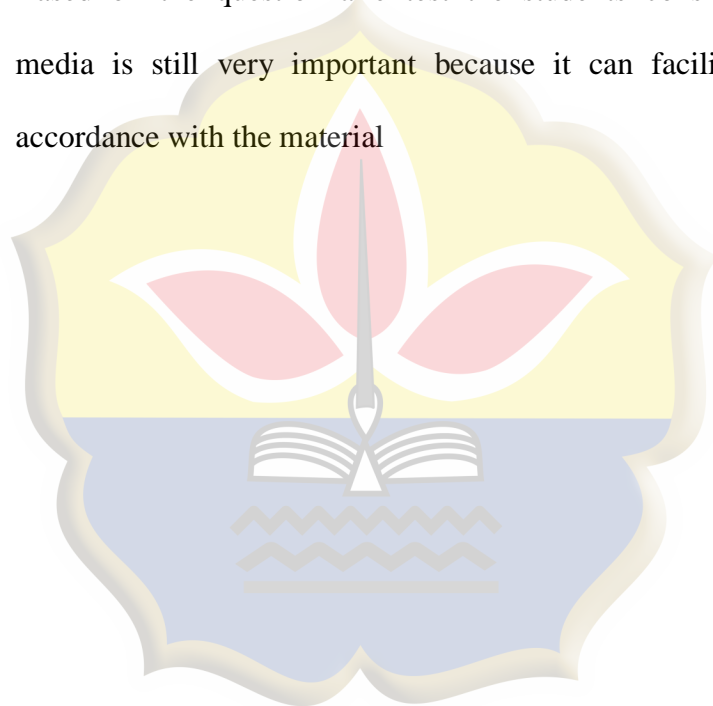
1. The English teaching and learning process in the classroom in overall is in neutral level its mean by positive perception
2. Based on the result of the researcher, the average teacher rarely use instructional media in the classroom based on this is evidenced by a questionnaire that has been disseminated as much as 119 respondents
3. Average teacher there using traditional teaching techniques, is perceived by students based on a questionnaire that has been disseminated as much as 119 respondents
4. Average teacher uses teaching materials that are in accordance with the applicable curriculum and in accordance with teaching techniques and learning media in the classroom this is evidenced by a questionnaire that has been disseminated as much as 119 respondents

## 5.2 Suggestions

Realizing that English is important subject to mastered by the students. Including the class, VII B, VIII C, VIII G, IX A, The Good English learning process is a good way for students to hone their English skills

And From the result finding, the researcher suggested:

1. Suggested to the teachers so that still improve the quality of learning English class because student perception still not maximal or moderate
2. Based on the questionnaire test the students consider the learning media is still very important because it can facilitate learning in accordance with the material





## REFERENCES

### Book & E-Book:

- Annurahman, M.Pd 2016 *Belajar dan pembelajaran* Bandung : Alfabeta
- Arikunto, Suharsimi. 2006. *Prosedur penelitian :suatu pendekatan praktik* Jakarta : Rineka Indah
- Asri Budiningsih, C 2012 *Belajar dan pembelajaran* , Jakarta : Rineka Cipta
- Baharuddin, & Esa wahyuni 2010 *Teori Belajar & Pembelajaran* Jogjakarta: Ar-ruzz media,
- Edward E. Smith, daryl J. Bem. 1953 *Introduction to Psychology*
- Harmer, J. (2002). *The practice of English Language Teaching*. Malaysia: Longman
- H.M. Ali Hamzah, Muhlisrarini, 2014 *Perencanaan dan strategi pembelajaran matematika*, Jakarta: Rajawali pers,
- Margono,S.1997. *Methodology penelitian pendidikan*.jakarta: Rineka cipta
- Nunan, D.1992. *Research Method in language learning*. USA : Cambridge University Press.
- Sugiyono,P,Dr. 2013. *Metodepenelitiankuantitatifkualitatif R&D*. Bandung Alfabeta..
- Sarlito Wirawan Sarwono, Pengantar Umum Psikologi, (Jakarta: Bulan Bintang, 1982),
- Riduwan.2012.*Belajar Mudah Penelitian untuk Guru-Karyawan dan Penelitian Pemula*. Bandung :Alfabeta
- Rita L. Atkinson, Richard C.Atkinson. 1953 *Introduction to Psychology*

Rohmah Siti. (2015). student's perception of the english teaching and learning process in tenth grade of ma nu mu'allimat kodus in academic years 2014/2015

Handayani. (2016). Students' Perception on the used of English As a Instruction Study in Teaching and Learning In the second grade of fashion department of Smk N 4 Kota Jambi

Rani arba'ati. (2015). An analysis on english text book entitled bahasa inggris "when english rings a bell" for the eighth year students of junior high school based on the 2013 curriculum. Retrieved from publication article

Prof. Dr. Azhar arsyad, M.A. 2014 *Media pembelajaran edisi revisi* jakarta : Rajawali pers

Sarlito Wirawan Sarwono, Pengantar Umum Psikologi, (Jakarta: Bulan Bintang, 1982),

**Internet:**

Ahkmad sudrajat Pendekatan strategi,metode,teknik dan model pembelajaran Retrived from:<https://www.google.co.id/amp/s/ahkmadsudrajat.wordpress.com/2008/09/12/pendekatan-strategi-metode-teknik-dan-model-pembelajaran/amp/> (Accepted on 3 December 2017)

Pengertian media pembelajaran Retrived from <http://belajarpsikologi.com/pengertian-media-pembelajaran/> (Accepted on 1 December 2017)

Pengertian proses belajar mengajar Retrived from <https://www.google.co.id/amp/s/inspirasibelajar.wordpress.com/2011/03/19/pengertian-proses-belajar-mengajar/amp/> (Accepted on 3 December 2017)

Stella Kourieos, Dimitris *Evrpidou Students' Perceptions of Effective EFL Teachers in University Setting in Cyprus.*Retrieved from [http://www.ccsenet.org/journal\\_http/index.php/elt/article/view/31103](http://www.ccsenet.org/journal_http/index.php/elt/article/view/31103) (Accepted on 19 November 2017)

## QUESTIONNAIRE

The questionnaire is designed to collect information about “Student perception of the English Teaching and Learning process at Smp N 9 Kota Jambi. The information you give will be valuable. Therefore, I do expect that you will give right information to each item

Please place (√) on each of items

Name :

Class :

NO	Pertanyaan	Sangat Setuju	Setuju	Sedang	Tidak Setuju	Sangat Tidak setuju
1	Guru Menggunakan teknik mengajar yang sesuai dengan materi bahasa inggris					
2	Guru memilih materi bahasa inggris yang sesuai dengan kemampuan siswa					
3	Guru memilih materi bahasa inggris yang sesuai dengan psikologi siswa					
4	Guru memilih media belajar bahasa inggris yang sesuai dengan usia peserta didik					
5	Guru menggunakan teknik mengajar bahasa inggris yang bervariasi sesuai dengan kemampuan siswa					
6	Guru menggunakan media pembelajaran bahasa inggris yang menarik sesuai dengan materi pembelajaran					
7	Guru menyesuaikan bahan ajar dengan media pembelajaran					
8	Guru memilih media mengajar sesuai dengan kondisi kelas/ fasilitas kelas/ fasilitas media pembelajaran (speaker/infocus)					
9	Guru menggunakan teknik mengajar yang menyenangkan sesuai dengan usia peserta didik					
10	Guru memberikan motivasi untuk belajar bahasa inggris sesuai dengan bahan ajar					

## QUESTIONNAIRE

The questionnaire is designed to collect information about “Student perception of the English Teaching and Learning process at Smp N 9 Kota Jambi. The information you give will be valuable. Therefore, I do expect that you will give right information to each item

Please place (√) on each of items

Name :

Class :

NO	Question	Strong Agree	Agree	Neutral	Disagree	Strong Disagree
1	Teachers use teaching techniques appropriate to English material					
2	Teachers choose english materials that match the students abilities					
3	Teachers choose english materials that are appropriate to the psychological students					
4	Teachers choose the medium of learning english appropriate with the age learners					
5	Teachers use English teaching techniques that vary according to the ability students					
6	Teachers use interesting English learning media in accordance with teaching materials					
7	Teachers adjust teaching materials with instructional media					
8	Teachers choose the teaching media in accordance with the condition of class/facilities class/learning class(speaker.infocus)					
9	Teachers use fun teaching techniques according to the age of learners					
10	Teachers provide motivation to learn English in accordance with teaching materials					

## Appendix 2

### Questionnaire Result of VII B

NO	Question	Strong Agree	Agree	Neutral	Disagree	Strong Disagree
1	Teachers use teaching techniques appropriate to English material	8	12	8	2	-
2	Teachers choose english materials that match the students abilities	-	12	17	1	-
3	Teachers choose english materials that are appropriate to the psychological students	5	18	5	2	-
4	Teachers choose the medium of learning english appropriate with the age learners	4	10	9	7	-
5	Teachers use English teaching techniques that vary according to the ability students	2	9	18	1	-
6	Teachers use interesting English learning media in accordance with teaching materials	-	11	18	1	-
7	Teachers adjust teaching materials with instructional media	-	10	18	2	-
8	Teachers choose the teaching media in accordance with the condition of class/facilities class/learning class(speaker.infocus)	-	9	15	6	-
9	Teachers use fun teaching techniques according to the age of learners	1	14	10	5	-
10	Teachers provide motivation to learn English in accordance with teaching materials	3	4	16	7	-

## Appendix 2

### Questionnaire Result of VIII C

NO	Question	Strong Agree	Agree	Neutral	Disagree	Strong Disagree
1	Teachers use teaching techniques appropriate to English material	16	3	14	1	-
2	Teachers choose english materials that match the students abilities	6	14	14	-	-
3	Teachers choose english materials that are appropriate to the psychological students	4	15	15	-	-
4	Teachers choose the medium of learning english appropriate with the age learners	6	10	16	2	-
5	Teachers use English teaching techniques that vary according to the ability students	5	14	13	1	1
6	Teachers use interesting English learning media in accordance with teaching materials	2	17	13	2	-
7	Teachers adjust teaching materials with instructional media	3	14	17	-	-
8	Teachers choose the teaching media in accordance with the condition of class/facilities class/learning class(speaker.infocus)	3	17	13	1	-
9	Teachers use fun teaching techniques according to the age of learners	6	16	10	2	-
10	Teachers provide motivation to learn English in accordance with teaching materials	5	12	16	1	-

## Appendix 2

### Questionnaire Result of VIII G

NO	Question	Strong Agree	Agree	Neutral	Disagree	Strong Disagree
1	Teachers use teaching techniques appropriate to English material	8	14	8	-	-
2	Teachers choose english materials that match the students abilities	3	14	13	-	-
3	Teachers choose english materials that are appropriate to the psychological students	2	13	13	2	-
4	Teachers choose the medium of learning english appropriate with the age learners	1	11	17	1	-
5	Teachers use English teaching techniques that vary according to the ability students	2	15	11	2	-
6	Teachers use interesting English learning media in accordance with teaching materials	1	8	18	3	-
7	Teachers adjust teaching materials with instructional media	1	12	16	1	-
8	Teachers choose the teaching media in accordance with the condition of class/facilities class/learning class(speaker.infocus)	-	7	23	-	-
9	Teachers use fun teaching techniques according to the age of learners	1	12	14	3	-
10	Teachers provide motivation to learn English in accordance with teaching materials	-	4	18	5	3

## Appendix 2

### Questionnaire Result of IX A

NO	Question	Strong Agree	Agree	Neutral	Disagree	Strong Disagree
1	Teachers use teaching techniques appropriate to English material	5	15	5	-	-
2	Teachers choose english materials that match the students abilities	1	19	5	-	-
3	Teachers choose english materials that are appropriate to the psychological students	1	10	14	-	-
4	Teachers choose the medium of learning english appropriate with the age learners	-	10	15	-	-
5	Teachers use English teaching techniques that vary according to the ability students	-	12	12	1	-
6	Teachers use interesting English learning media in accordance with teaching materials	1	10	12	2	-
7	Teachers adjust teaching materials with instructional media	-	9	14	2	-
8	Teachers choose the teaching media in accordance with the condition of class/facilities class/learning class(speaker.infocus)	-	6	19	-	-
9	Teachers use fun teaching techniques according to the age of learners	-	10	12	3	3
10	Teachers provide motivation to learn English in accordance with teaching materials	-	3	17	5	-